Unit 02: The Events Surrounding the Holocaust (Bystanders and upstanders, Children of the Holocaust, Resistance Movements)

Content Area: **Social Studies**
Course(s): **Holocaust Gen**
Time Period: **Semester 1 & 2**
Length: **3 weeks**
Status: **Published**

Standards

6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
	Human and civil rights support the worth and dignity of the individual.
	History, Culture, and Perspective: Historical Sourcing and Evidence
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Enduring Understandings

Understanding the eight stages of genocide. (classification, symbolization, dehumanization, organization, polarization, preparation, extermination, and denial.)

How the past has shaped present day conditions and policies.

The role of bystander, upstanders, victims, and perpetrators in genocide.

The best and worst within humanity that is evident in each genocide.

How individuals can prevent the spread of racism and discrimination.

Why Jewish people were deliberate targets of the Nazis.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

What is the impact of the bystanders on the development of the Holocaust? Examine Europe, the Allies, America.

How should the role of the Jewish Council and Jewish police be examined? Conspirators with the Nazi's? Trying to survive? People put in an impossible situation?

Was the mass murder of European Jews planned by Hitler from before the war's start (intentionalism), or decided upon, as an alternative to forced emigration, during the war (functionalism)?

Are these killers willing executioners or ordinary men? (You may want to look at the debate between authors Christopher Browning and Daniel Goldhagen) Meaning did they have a lust for killing that was fueled by anti-Semitism or are all people capable of heinous acts when put in similar circumstances that are beyond their control?

Is the Holocaust uniquely unique?

What is a choiceless choice?

Knowledge and Skills

Analyze the progression towards genocide in Nazi Germany (1933-1939) through the scope of the pyramid of hate.

- *Nazi use of Propaganda (Leni Riefenstahl, Triumph of the Will, The Eternal Jew, etc)*
- *Book Burnings*
- *Hitler Youth*
- *Continued aggression (Munich Pact, Austria, etc)*
- *Olympics*
- *Star of David*
- *Aryanization Campaign*
- *Nuremberg Laws (comparing to other nations, Labeling)*
- *T-4 Program (leaders, economic propaganda, Social Darwinism)*
- *Kristallnacht (Event leading too, Assassination of Von Rath, world response, bystanders, motivation)*
- *Development of Dachau*
- *Key Players...Himmler, Boreman, Heydrich, Eichmann, Muller, Goebbels, Hess, etc*

Examine the events surrounding the implementation of the "Final Solution."

- *Ghettos (Warsaw, Tuliszkow, Lodz, Krakow, Theresienstadt)*
- *Temporary Solution (Liquidation)*
- *Jewish police and the Jewish Council*
- *Life in the ghetto (socioeconomic considerations, black market, sense of normalcy, response of the community)*
- *Wansee Conference*
- *Deportation*
- *Mobile Trucks*
- *SS (Mass shootings, Babi-Yar, Ponar)*
- *Accomplices (Latvia, Ukraine, Poland, etc)*
- *Concentration Camps (Dachau, Buchenwald, Bergen-Belsen)*
- *Death Camps (Treblinka, Auschwitz, Sobibor, Majdanek, Belzec, Chelmno)*
- *Sonderkammando*
- *Medical Experiments - people with disabilities*
- *Groups targeted (Homosexuals, gypsies, Soviet POW, etc)*
- *Key figures both victim and perpetrator (Mengale, Hoess, Anne Frank, Wiesel)*
- *Death Marches*
- *Children of the Holocaust*

Identify forms of resistance to the Nazis and evaluate what quantifies success for resistance.

- *Types of resistance (spiritual and armed)*
- *Warsaw Ghetto, Auschwitz, Zegota*
- *Non-Jewish Resistance*
- *Obstacles to resistance (collective responsibility, lack of weapons, secrecy)*
- *Bielski Partisans*
- *Irena Sendler, Schindler, etc*
- *Righteous Amongst the Nation*

Transfer Goals

Students will be able to independently use their learning to view interactions of civilizations, cultures, and peoples with greater perspective and empathy.

Students will be able to independently use several models (zimbardo experiment, the wave experiment, Milgram Experiment) to deepen their understanding of what factors lead to people participating in genocide.

Resources

Text Books:

-The World Must Know

-The Sunflower: On the Limits and Possibilities of Forgiveness

Jews in the Modern World

Supplemental Readings from Holocaust & Genocide Honors Source Reader:

-Kristallnacht Orders

-The Little Smuggler

-Warsaw Ghetto Memoirs

-Vilna Partisan Manifesto

-Genocide: A Comprehensive Introduction

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Internet & Digital Source Videos:

-The Grey Zone Movie

-I'm Still Here Documentary

-Defiance Film

-The Pianist Film

-Conspiracy Film

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72flT8XsUIe3K1VSG7nxuc4CpCec/edit